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Proposal for

AN INTRODUCTION TO THE RUSSIAN WORD

by Jeff Holdeman
Fall 1993

FOREWORD TO THE PROJECT

This project is not intended to be a completed work, but rather the proposal and foundation of a very large undertaking whose development and completion will span many years. By undertaking this project, I am not only utilizing my present understanding of the subject, but outlining my future directions of study in the field of Russian linguistics.

Future editions of this work will always acknowledge the fact that this was a product of the Tennessee Scholars program, because without the education and support (both financial and moral) which I received during my years as a Tennessee Scholar I would not have been able to realize such a project.

I would like to express my thanks to Dr. Bruce Wheeler, director of the Tennessee Scholars program, and to Dr. James Falen and Avigail Rashkovskaya of the University of Tennessee, Knoxville, Russian department. In addition, I would like to thank Valentina Vladimirovna Kudryashova of the St. Petersburg Plekhanov Mining Institute and Dmitriy Grigor'evich Demidov of St. Petersburg State University for introducing me to the history of the Russian language. And I would especially like to give thanks to Vladimir Viktorovich Kolesov of St. Petersburg State University for giving me a deep appreciation for the richness and beauty of the written and spoken Russian word through his lectures and books.

PROJECT DESCRIPTION

The objective of my project is to develop a plan for writing a supplementary textbook for students of Russian. It would include the compilation of information from extensive research in the areas of phonetics, orthography, lexicology, word structure, etymology and historical grammar, as well as a detailed outline of the topics in the book.

There are many reasons why I have proposed such a project: to utilize the knowledge I have obtained during my years at the University of Tennessee, Knoxville, and during my year of study abroad in St. Petersburg, Russia; to further that knowledge through independent research; and ultimately to create a much-needed companion to standard Russian textbooks.

A main feature of my book is the format. Each topic that I address spans three subchapters. The first subchapter introduces a new topic and gives general information and explanations, as well as examples and the "big picture." This is intended for beginning students, but would serve as a good review for more advanced students. The second subchapter is an intermediate level. It introduces more difficult aspects of the topic, as well as explanations of exceptions and rare occurrences. The third subchapter is intended for advanced students and discusses the historical root of exceptions, the mechanisms of the topic, and how the topic is related to other areas of Russian. It also includes popular theories and a "Further Reading" list. And each chapter will contain discussions, examples, practical exercises and analyses.

This organizational technique allows a new topic to be introduced logically and in a controlled manner in order to avoid overwhelming the student with excessive quantities of information and endless lists of rules and exceptions. If the student feels confident that he/she understands the concept and is curious to learn more, he/she can proceed to a more advanced level (the next subchapter).

Another important feature of the text itself is the colloquial style of writing I have chosen. In my opinion, the concepts are difficult enough without wading through an excess of technical language. However, I do present the technical terminology—as well

as Russian equivalents in the intermediate and advanced subchapters—but in a "non-threatening" manner. I also try to include special tips and personal experiences to make the application of the information more evident and the text (hopefully) more interesting.

The book is called An Introduction to the Russian Word. It is an introduction to studying Russian through the many aspects of the language, such as phonology, morphology, word formation, etymology, orthography, etc. The book addresses certain common problems for students of Russian: pronunciation, spelling, and the relationship between the two; learning new words and retaining their meanings; grammatical rules and exceptions, and how to understand their function rather than memorize them.

The organization and progression of the topics is somewhat unorthodox, but this approach has been developed to solve certain common methodological complications. The book begins with a brief history of Russia and the Russian lanuage. I feel that it is important to establish the context of Russian before beginning to study it. It gives general facts about Russian and explains the historical development of the culture and the language. The first section introduces "The Letter." Since the alphabet is usually the first obstacle students face in the present way of learning Russian, an explanation of the development of the Cyrillic alphabet is given, in addition to a discussion of each individual letter . Next I address the relationship between the letters and the phonemes they represent, which leads into the introduction of the phonological system in Russian. Section II discusses the structure and historical development of the syllable. Having explained these, the section goes on to the phonological aspects of the syllable and introduces phonetic transcription. Section III—Intersyllable examines what occurs in a polysyllabic complex from the viewpoints of morphology, pronunciation and orthography. Section IV looks at the word as an entity. Pronunciation, word formation, and orthography are thoroughly examined and many exercises in word analysis are given. Section V—Interword discusses some of the relationships (mostly phonetic) between words in speech phrases. The main part of the text is concluded in a summary. Appendices, a bibliography and an index follow.

Throughout the text an analogy is developed between the beginning of the study of Russian and making the acquaintance of a

Russian for the first time, getting to know him, his culture and its history, and eventually establishing a mutual friendship.

Here is a list of what I accomplished, what I was introduced to, and what I learned during the course of this project:

- I learned to use a font editor in order to customize a Russian font for use in this project.
- I enhanced my computer skills enormously.
- I read more than fifty books (in Russian and in English) on linguistics, phonetics, and historical grammar.
- I started forming my own ideas on teaching methodology.
- I created unabridged compilations of special grammatical forms, exceptions, and interesting structures in Russian.
- I was introduced to many phonetic systems, which resulted in the development of my own system (which I use in this project).
- I had much out-of-class contact with teachers and professors both in the United States and in Russia.
- I shared what I was learning with other students of Russian.
- I improved tremendously my depth of knowledge of Russian.
- I increased my enthusiasm about continuing to study Russian.
- I began to study historical linguistics.
- I found areas of weakness in my knowledge of Russian and began to strengthen them.
- I developed new areas of interest and set new goals for the future.

OUTLINE OF TOPICS IN
AN INTRODUCTION TO THE RUSSIAN WORD

I. FOREWORD

II. INTRODUCTION

III. BRIEF HISTORY OF RUSSIAN
- A. Look at modern Russian
  - 1. Number of speakers
  - 2. Countries
  - 3. Classification
  - 4. Development of modern Russian (segue)
- B. Prehistory and history of Russian
  - 1. Development
    - a. Indo-European
    - b. Common Slavic
    - c. Old Russian
    - d. Russian
  - 2. Other Slavic languages
  - 3. Role of OCS
  - 4. Historical lexical development
  - 5. Writing
    - a. Introduction
    - b. Development
    - c. Role in education, culture, etc.
  - 6. Historical phonetic changes
    - a. Reasons and mechanisms
    - b. Results
    - c. Traces in modern Russian
    - d. Linguistic processes
      - 1) Vowel alternations
      - 2) Loss of nasality of nasal vowels
      - 3) Consonant mutations
      - 4) Palatalization
        - a) Velars
          - (1) First
          - (2) Second
          - (3) Third
        - b) Labials
        - c) Dentals
      - 5) Polnoglasie
      - 6) Law of the open syllable

7) Law of intra-syllabic harmony
8) Loss of reduced vowels
7. Historical morphological changes
8. Split of Russian and OCS

C. History of Rus', Russia, and Russians
1. Territory of Slavs
2. Early contact
a. Balto-Slavic unity
b. Scandinavian contact
c. Byzantium and Orthodoxy
3. Later contact with Europe
a. Reasons
1) War
2) Trade
3) Technology
4) Culture
b. Initiators
1) Boris Godunov
2) Ivan III
3) Ivan IV
4. Tatar-Mongol yoke
5. Development of Russian Empire
a. Peter I
1) Reforms
2) Contact with West
3) Cultural development
4) Invitation of foreigners
b. Elizabeth
c. Catherine II
d. Others
6. Revolution of 1917
a. Orthographic reform
b. Lenin and his linguistic influence
7. Post-revolution, world wars, Cold War
8. Perestroika and glasnost'
a. Renewed contact with West
b. Influx of capitalists
9. Russia today
10. Reading list for history of Russia

D. Development of Russian lexicon
1. Native vocabulary
2. Introduction of words into Russian
a. Direct borrowing

b. Calques
3. External influences
a. Greek
b. First South Slavic influence
c. Second South Slavic influence
4. Sources and types of new words
a. Contact
b. Translations of texts from Greek
c. OCS
1) Diglossia
2) Doublets
d. Latin
e. German
f. French
g. Polish
h. English
i. Other
5. Schematic of development of Russian lexicon

IV. Section I—The Letter
A. The letter
1. Representation
2. Additional information
3. More than 70 sounds from 33 letters
4. Explanation of letter before that of sound
B. History of the alphabets
1. Glagolitic alphabet
a. Creation
1) Date
2) Place
3) Author
4) Reason
5) Basis for composition
b. Fate
2. Cyrillic alphabet
a. Creation
1) Date
2) Place
3) Author
4) Reason
5) Basis for composition
b. Fate
c. Features

1) Letters
2) Names of letters
a) "Áзбука"/"алфавйт"
b) Names we still see
3) Numerical values of letters
d. Brief commentary

C. Evolution of Cyrillic
1. Original composition of Cyrillic
2. Peter's reforms
a. Date
b. Instituted reforms
c. Reasons
3. Academy's reforms
a. Date
b. Instituted reforms
c. Reasons
4. Karamzin's contribution
a. Date
b. Proposal
c. Reason
5. 1917 reforms
a. Date
b. Instituted reforms
c. Reasons
6. Modern alphabet
a. Alphabet song
b. Cursive and print
c. Facts about letters
d. Letter frequency

D. Letters
1. Consonants
a. Hard
b. Soft
2. Vowels
a. Hard-indicating
b. Soft-indicating
3. Y
4. Soft sign
5. Hard sign

E. Letter versus phoneme (segue)
1. Graphic and phonetic representation:
letter and phoneme
2. Battle between orthography and pronunciation

a. Rules of orthography versus rules of pronunciation
b. Retention of morpheme
1) Unstressed o
2) Vowel alternation
3) Ë after hard consonant

3. Proposed phonetic system
a. Reasons for and methods of development
b. Other systems
1) IPA
2) Russian system

4. All possible sounds in Russian
a. Consonant sounds
b. Vowel sounds
c. Semi-vowel sound
d. Allophones
1) Vowels
a) Unstressed
b) "Voiceless"
2) Consonants
a) Devoiced sonorants
b) Dialectical variations

5. Articulation of sounds
6. Differences between Russian and American English sounds
a. Charts
b. Overlays
7. Other ways of classifying sounds
a. Voiced and voiceless pairs
b. Hard and soft pairs
c. Manner of articulation
8. Origin of modern Russian sounds
a. Indo-European stage
b. Slavic stage

V. Section II—The Syllable
A. Structure
1. Two types of syllables
a. Open
1) V
2) CV
3) -CV
b. Closed
1) (C)
2) VC

3) CVC
4) -CVC-

2. Tendency toward open and closed syllables
3. Historical development of the syllable
   a. Indo-European syllable
   b. Law of the open syllable
   c. Law of intrasyllabic harmony
   d. Polnoglasie
   e. Formation of closed syllable
   f. Initial vowels

B. Phonetics at the syllable level
1. Stressed vowel phonemes
   a. [ы́]
   b. [а́] [э́] [о́] [у́]
   c. [и́]
   d. Syllable ($\acute{V}$)
   e. Orthography
2. Hard consonant phonemes
   a. [б] [в] [г] [д] etc.
   b. Syllable ($C_н$)
   c. Orthography
3. Possible stressed vowel phonemes after hard consonant phonemes
   a. [ы́]
   b. [а́] [э́] [о́] [у́]
   c. Orthography
4. Combinations of hard consonant phonemes and stressed vowel phonemes [-($C_н$)$\acute{V}$($C_н$)-]
   a. ($C_н\acute{V}$)
   b. (-$C_н\acute{V}$)
   c. ($\acute{V}C_н$)
   d. ($\acute{V}C_н$-)
   e. (-$C_н\acute{V}C_н$-)
   f. Orthography
5. Soft consonant phonemes
   a. [б'] [в'] [г'] [д'] etc.
   b. Syllable (C_s)
   c. Orthography
6. Possible vowel phonemes after soft consonant phonemes
   a. [и́]
   b. [а́] [э́] [о́] [у́]
   c. Orthography

7. Combinations of soft consonant phonemes and stressed vowel phonemes [(C_s)$\acute{V}$(C_s)]
   a. ($C_s\acute{V}$)
   b. (-$C_s\acute{V}$)
   c. (Initial $\acute{V}C_s$-)
   d. ?(-$C_н$/ $\acute{V}C_s$)
   e. ($C_н\acute{V}C_s$)
   f. ($C_s\acute{V}C_н$)
   g. Orthography
8. Stressed vowel phonemes surrounded by soft consonant phonemes
   a. [и́]
   b. [ä] [э́] [ö] [ÿ]
   c. Orthography
9. Combinations of stressed vowel phonemes surrounded by soft consonant phonemes
   a. ($C_s\acute{V}C_s$)
   b. (-$C_s\acute{V}C_s$-)
   c. Orthography
10. Consonant clusters in syllables
   a. Assimilation
      1) Articulatory assimilation
      2) Softness assimilation
   b. Resistance to assimilation
   c. Simplification

C. Practical use of knowledge of syllable
   1. Russian spelling
   2. Russian syllabification

D. Transcription practice (in controlled environments)
   1. Methods
   2. Practice
      a. Written to phonetic
      b. Phonetic to written

VI. Section III—Intersyllable

A. Aspects of intersyllable level
   1. Interaction of syllables
   2. Stressed and unstressed syllables
   3. Aspects of word formation
   4. Polysyllabic morphemes
   5. Words

B. Interaction of syllables
   1. Junction of letters

a. Syllabification
b. Interaction between vowel and vowel
c. Interaction between consonant and consonant
d. Interaction between consonant and vowel
e. Hard sign

2. Sounds at intersyllabic level
3. Pronunciation at intersyllabic level
   a. Stressed vowels between soft consonants
   b. Unstressed vowels
4. Simplification: modern and historical
   a. Pronunciation
   b. Orthography
5. Historical interactions
   a. Simplification
   b. Consonant mutation

C. Stressed and unstressed vowels
   1. Stressed vowels
      a. Between one or no soft consonants
      b. Between two soft consonants
      c. Allophones
   2. Unstressed vowels
      a. Initial position
      b. Pre-tonic positions
      c. Post-tonic positions
      d. Allophones
         1) Unstressed
         2) "Voiceless"

D. Aspects of word formation
   1. Interaction of word building components
      a. Prefix + root
      b. Root + suffix
      c. Infixes
   2. Pronunciation between word-building components
      a. Prefix + root
      b. Root + suffix
      c. Infixes
      d. Hard sign

VII. Section IV—The Word
   A. Monosyllabic and polysyllabic words
      1. Monosyllabic words
      2. Polysyllabic words
   B. Stress

1. Principles
2. Stress diagramming
   a. Hamilton's system
   b. Exercises
3. Historical accentology

C. Word analysis
1. Word formation
2. Word composition
3. Word diagramming
4. Exercises

D. Pronunciation: phonetic transcription of the isolated word
1. Consonants
   a. Devoicing of final voiced consonants
      1) Voiceless pairs
      2) Role of loss of reduced vowels
   b. Pronunciation of consonant combinations
      1) Separation of word-formatory units
      2) Simplification of consonant clusters
      3) Assimilation
2. Vowels
   a. Pronunciation of vowels in stressed syllables
   b. Pronunciation of vowels in unstressed syllables
   c. Pronunciation of stressed vowels between soft consonant phonemes

E. Orthography
1. Battle between pronunciation and orthography
2. History
   a. Creation
   b. Mistakes
   c. Periods of laxness
   d. Reforms
3. Problems
   a. Problematic areas for Russians
   b. Inconsistencies
   c. Preservation of the morpheme
   d. Loss or mutation of the morpheme
      1) Vowel alternation
      2) Consonant mutations
   e. Differences in pronunciation and orthography
      1) Consonants
         a) Assimilation
         b) Voicing and devoicing
         c) ле<u>г</u>ко, <u>ч</u>то, е<u>г</u>о

2) Vowels
a) Unstressed vowels
b) Consonantal environment
3) Some solutions
f. Foreign words
1) Transliteration
2) Translation
3) Russification
F. Semantics
G. Etymology

VIII. Section V—Interword
A. Topics not discussed
1. Intonation
2. Word order
3. Cases
4. Case government of prepositions
B. Three basic aspects for examination between words
1. Pronunciation
a. Preposition and object as unit
b. Conjunction и
1) Position after a soft consonant phoneme
2) Position after a hard consonant phoneme
c. Rapid speech
1) Speech context
a) Preposition + object
b) Noun + verb
c) Word + particle
d) Verb + object
2) Phenomena
a) Maintenance of voicing of voiced consonants
b) Voicing of voiceless consonants
2. Stress on preposition
3. Orthographic addition of -o- to prepositions

IX. Summary

X. Appendices

XI. Bibliography

XII. Index

XI. Bibliography

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